



## Analysis of Thematic Books for Elementary School Students 2013 Curriculum in Gender Perspective

### Analisis Buku Tematik Siswa Sekolah Dasar Kurikulum 2013 dalam Perspektif Gender

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#### Abstract

The patriarchal view that has taken root in society is difficult to remove. Gender bias still occurs in various forms and situations, even though it is not realized. This study aims to determine the gender representation and bias in the thematic books of fourth graders of elementary school curriculum 2013 through quantitative descriptive content analysis. This study analyzes the frequency of representation and gender bias in fourth-grade thematic books. The sample in this study was the thematic book for fourth-grade students in the 2013 curriculum, theme 1 to theme 5. The data analysis technique in this study refers to the content analysis scheme according to Krippendorff with stages (1) unitizing (data collection); (2) sampling (sampling); (3) recording (recording/recording); (4) reducing (data reduction); (5) inferring (concluding); (6) narrating (narrative). The analysis results show that (1) gender representation in the fourth-grade thematic books is dominant to boys; (2) there is a gender bias in students' thematic books, which include gender bias on work roles, character values, social status, and hobbies.

**Keywords:** gender bias; thematic books; gender representation

#### Abstrak

Pandangan patriarki yang telah mengakar di masyarakat sulit untuk dihilangkan. Bias gender masih terjadi dalam berbagai bentuk dan situasi meskipun tidak disadari. Penelitian ini bertujuan untuk mengetahui representatif dan bias gender dalam buku tematik siswa kelas IV kurikulum 2013 melalui analisis konten deskriptif kuantitatif. Penelitian ini menganalisis frekuensi representasi dan bias gender dalam buku tematik siswa kelas IV. Sampel dalam penelitian ini adalah buku tematik siswa kelas IV kurikulum 2013, tema 1 sampai tema 5. Teknik analisis data pada penelitian ini mengacu pada skema analisis konten menurut Krippendorff dengan tahapan (1) unitizing (pengumpulan data); (2) sampling (penentuan sampel); (3) recording (perekaman/ pencatatan); (4) reducing (reduksi data); (5) inferring (penarikan kesimpulan); (6) narrating (narasi). Hasil analisis menunjukkan bahwa (1) representasi gender dalam buku tematik siswa kelas IV dominan terhadap laki-laki; (2)

*terdapat bias gender dalam buku tematik siswa yang meliputi bias gender pada peran kerja, nilai sifat, status sosial; dan kegemaran.*

**Kata kunci:** *bias gender; buku tematik; representasi gender*

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## **Introduction**

Learning is a system that is narrower than the education system. However, this learning system forms students' cognitive, affective, and psychomotor (Fathurrohman, 2017; Cooper & Higgins, 2015). As a system, learning has various components that play a role and interact with other components in achieving the learning objectives that have been set. One of the important components of the learning system is quality teaching materials for teachers. The implementation of effective learning must be supported by various relevant teaching materials such as textbooks, modules, student activity sheets, and others that can help carry out the learning process well and smoothly (Wijoyo, 2021).

Textbooks are seen as a tool that must be able to communicate information, concepts, and knowledge and develop abilities so that they can be understood well by teachers and students. In addition, textbooks must also be able to present an object sequentially for learning purposes and provide a touch of good affective, social, and cultural values so that they can comprehensively make students not only able to develop their cognitive abilities but also their affective and psychomotor abilities (Lasaiba, 2016). In connection with the fulfillment of the need for textbooks that are implementable to the applicable curriculum, the textbooks used today should also have a gender perspective. Textbooks that have a gender perspective or perspective must be able to show gender roles, both productive, reproductive, and social activities, as well as gender stereotypes which include the nature of gender behavior, gender roles, gender values, and gender status (Soelistyarini, 2013). This is because books are one of the teaching materials that become the most powerful instrument in shaping children's beliefs, attitudes, and values (Wu. H, 2015).

As a system that cannot be separated from the element of gender, education also plays an essential role in maintaining the balance of relations between men and women in social construction. But so far, social construction is still dominated by patriarchal views, so the role of men still dominates in various spheres of society, including education (Glenn, 2016; Thoriquattyas, 2018). Although Indonesian women have a high level of participation in education, this does not continue with the high participation of women in economic activities. This means that despite gender participation in higher education, gender equality has not been fully achieved (Zen, 2022). In line with this opinion, Islam and Asdullah also stated that the participation rate of female workers was lagging behind that of men. This proves that Indonesia is still not optimal in developing

women even though the number of schools for women is very high (Islam & Asdullah, 2020).

Even though women already have high school rates, gender disparities in education are still evident. Hidayat argues that the educational curriculum is inseparable from the practice of unequal relations and male domination in curriculum implementation activities (Hidayat, 2011). Hidayat further explained that feminist theory views the curriculum as a powerful tool to perpetuate unequal relations between men and women. The persistence of this relationship occurs because the curriculum and the education system are the most potent means of interfering with the reproduction of social relations (Kulm & Cramer, 2006; Hidayat, 2011). The curriculum as a sign for the implementation of learning in schools can affect all learning devices, including teaching materials. This, of course, contradicts Presidential Instruction No. 9 of 2000 concerning gender mainstreaming in national development, which instructs to improve women's position, role, and quality to realize gender equality and justice in the entire national development process.

A good textbook should display and highlight the roles played by women and men according to their status, environment, culture, and community structure, which are displayed in the form of picture illustrations and sentence descriptions (Lasaiba, 2016; Risman, 2018). However, in reality, many textbooks still do not show the existence of a gender perspective because the roles of men and women are still clearly distinguished and highlighted through pictures and writing.

Research conducted by Taufik (2020) regarding gender analysis on text and image illustrations in textbooks at MTs published by the Ministry of Religion shows that in the textbooks, there is still a gender bias that shows partiality to one gender only. In addition, research conducted by Asdullah (2020) regarding gender stereotypes in education shows that Indonesian language textbooks in junior high schools are pro-male. Several texts indicate this in the book that shows women's work, which is mostly traditional and less prestigious. At the same time, the characters are dominated by introverts and passive. Women are also proven to be the most involved in domestic activities and activities at home, while men have professional roles.

The existence of a gender bias in textbooks in secondary education does not rule out the possibility that the same thing exists in education at the elementary level. Given the significant influence of instilling values early on, elementary school is the right target to influence a child's personality, including patriarchal views. Therefore, the researcher

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considers it necessary to analyze textbooks in elementary schools. In this study, the researcher conducted an analysis of gender bias in Indonesian language books for class IV curriculum 2013 to see gender representation and whether there was a gender bias in Indonesian books for class IV curriculum 2013.

**Method**

This research is quantitative descriptive research with a content analysis method. Content analysis is carried out to reveal vague meanings in a written work (Asfar & Taufan, 2019). Through quantitative content analysis, the researcher wants to describe (1) the frequency of gender and (2) the frequency of gender bias in the perspective of character values, work roles, and hobbies in the fourth-grade thematic books, themes 1 to 5. The research sample consists of five thematic books for Grade four students, namely theme 1 to theme 5. For more details, it can be seen in table 1.

Table 1 *List of Fourth-Grade Student Book Themes*

No	Theme	Subtheme
1	Theme 1 The beauty of togetherness	Cultural Diversity Togetherness and Diversity Grateful for Diversity
2	Theme 2 Always Save Energy	Energy sources Energy Benefits Alternative Energy
3.	Theme 3 Caring for Creatures	Animals and Plants in My Home Environment The Diversity of Living Things in My Environment Let's Love the Environment
4	Theme 4 Various Jobs	Types of work Goods and services My Parents Job
5	Theme 5 my hero	The Struggle of My Heroes My Pride Hero Heroic Attitude

The data collection technique in this study is documentation, namely the collection of data related to research variables collected from documents in books and journal articles relevant to the research. The five books sampled in this study were analyzed using content analysis. The instrument used is a document analysis sheet based on the theoretical basis of nature. The grid of instruments used in the study can be seen in table 2.

Tabel 2 *Instrument Aspect*

No	Aspect	Indicator
1.	Gender representative	The frequency indicates gender visibility with which gender appears in a sentence or paragraph in a book, indicated by the name of a person and a distinctive identity in the form of the male or female gender.
2.	Gender bias	Gender bias in trait values: <ul style="list-style-type: none"> <li>• Masculine nature, especially in dress</li> <li>• Feminine, especially in dress</li> </ul> Gender bias in work roles: <ul style="list-style-type: none"> <li>• Public</li> <li>• Domestik</li> </ul> Gender bias in terms of hobbies: <ul style="list-style-type: none"> <li>• Ownership of goods</li> <li>• Hobbies/ sports</li> <li>• Games</li> </ul>

The data analysis technique used in this study refers to the content analysis scheme according to Krippendorff with stages (1) unitizing (data collection) research objects that can be measured and assessed clearly; (2) sampling (sampling) simplification of research by limiting observations that summarize all existing units so that units with the same character are collected; (3) recording (recording/recording) recording and description of the contents of the book; (4) reducing (reduction) is done by eliminating things that are not relevant to the study; (5) inferring (concluding) is done by analyzing the data further by looking for the meaning of each existing unit; (6) narrating (narrative) contains important information for research users so that they understand better or can further make decisions based on research results.

## Result

### *Gender Representation Based on Material Study and Image Illustration*

Based on the analysis of the contents of the students' thematic books, it was found that the dominant social roles of male characters over female characters appeared as presented in table 3.

Table 3 *Gender Representation in Text*

Gender	Frequency	Percentage
Female	11	25%
Male	33	75%
Total	54	100%

The table of representation above shows that of the 54 social roles in the analyzed texts, the appearance of male social roles in the text is 33 or about 75%, while the role of women is only 11 or 25%. Furthermore, the representation of roles and gender can be seen in table 4.

Table 4 *Distribution of the Social Roles of Men and Women in the Text*

Female	Male	
Teacher	Animator	State officials
Housewife	Architect	Student
College Student	Company CEO	Researcher
Student	Director	Pianist
	Photographer	Police
	Governor	President
	Illustrator	Soldier

Based on the table above, the variety of social roles of men is more diverse than the social roles of females, whose representation is limited to roles around education, such as teachers, students, and students. The distribution shows that women's social roles are less appreciated regarding their careers, which are limited to traditional jobs such as teaching and domestic roles such as housewives. This finding implies that men dominate the social roles that appear in various texts in the books analyzed. Furthermore, to see the representation of images in visual material, each page containing images or illustrations in the form of humans is calculated manually and tabulated.

The results of the analysis of gender representation in pictures or illustrations are that there are 36 pictures in the book studied, with details of 11 pictures representing only one character and 25 pictures containing a combination of male and female characters. The following table represents the gender in the picture in the book under study.

Table 5 *Gender Representation in Figure*


Gender	Frequency	Percentage
Female	6	17%
Male	5	14%,
Male & Female	25	69%
Total	36	100%

Based on the table above, images containing a combination of characters (male and female) are 25 or 69% more dominant than single images containing only one character. For images containing only one character, the data shows a relatively balanced distribution between male characters, totaling 5 images or 14%, and female characters, totaling 6 images or 14%. However, if we look further, the combination of male and female characters in one image quantitatively shows that of the 193 total characters found, there are only 40 female characters and 153 male characters. In other words, the ratio of female and male characters is 1:4, which indicates that males dominate the representation of gender in the image. The existence of male dominance in this student book shows that in the thematic book of grade IV students in the 2013 curriculum, there is partiality to only one gender, namely male.

***Gender Bias in Student Thematic Books***

There are three gender biases in the books studied, namely (1) gender bias in character values, (2) gender bias in work roles, and (3) gender bias in terms of hobbies. The results of the gender bias analysis can be seen in table 6.

Table 6 *Gender Bias in Fourth-Grade Thematic Books*

Theme	Work Role	Image
<p>1 Job descriptions for men are much more diverse and involve jobs traditionally exhibiting power and masculinity - as in the picture. These jobs are mentioned at least four times in the book.</p> <p>Most of the jobs associated with female figures are those that have been dominated by women and usually have lower achievements or incomes.</p> <p>The women's two most frequently mentioned jobs were dancers and singers, each mentioned at least three times.</p>		



**Character values**

As an example of the picture, most of the pictures in the 4th-grade Indonesian textbook show children of different genders (boys and girls) in various activities which represent gender representation in character values.

**Image**



**Social status**

Depictions for men are diverse and involve social status that shows strength and masculinity - as in the picture.

**Image**



**Favorite**

Depictions for men are much more diverse and involve a predilection that traditionally denotes strength and masculinity - such as those in the images. This passion is mentioned in the book.

Most of the jobs associated with female figures are those that have been dominated by women and usually have lower achievements or incomes.

**Image**



2

**Work Role**

**Image**

Most of the jobs associated with male characters are those that have been dominated by men and usually have lower achievement or income.



**Character values**

**Image**

There are differences in characteristics between men and women, namely the value of masculine and feminine traits. Masculine is a characteristic inherent in men, namely strong, hard, and smells of sweat. Feminine is a characteristic that is inherent in women, namely weak, soft, and smells good.



**Social status**

**Image**

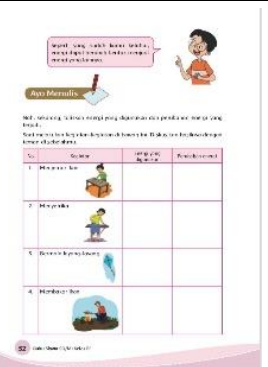
Traditional values and norms place the position of men as superior to women. The superiority of men causes men to have a wider range of motion than women and results in the subordination of women in several activities.



**Favorite**

**Image**

Representation and gender bias arise in the differences in the preferences of men and women. The hobbies in question include differences in the fields of sports/hobbies, games, and attributes of ownership of the goods owned.



3

**Work Role**

**Image**

The emergence of differences in work roles, namely the dominance of men in public roles and women's dominance in domestic roles. Men are still attached to their obligations as the head of the household who must earn the main living, while women are still attached to their obligations to take care of the family.



**Character values**

**Image**

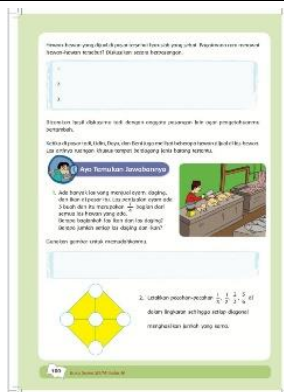
The depiction of male characteristics as masculine figures is also reflected in the substance of this book.



**Social status**

**Image**

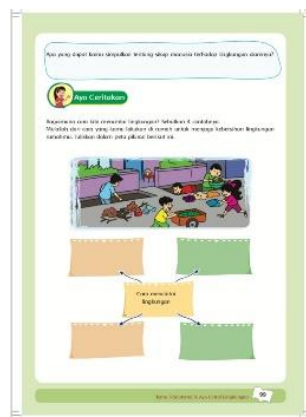
Men have the advantage of status/position in several activities carried out in the substance of this book.



**Favorite**

**Image**

Through sports, gender bias is shown through differences in hobbies. Men are more attached to sports/ball-related hobbies, such as throwing and catching balls, ball-throwing exercises, soccer and baseball. In contrast to men, women's passion is depicted through dancing.



Work Role

The substance of this book describes men's public roles, including work activities outside the home, such as going to the office, going to the fields and gardening. This male domination of public work cannot be separated from the social construction that places men as active individuals who deserve to work outside the home.

Image



Character values

Males are depicted through an enterprising attitude in learning, discipline when attending ceremonies, rational in deciding to arrive early so as not to be late for the ceremony, active when playing word games in class, broad-minded, wanting to be served when taking food, diligent in repeating lessons, independent and confident in his belief to learn without the help of others.

Image



Social status

The advantages that appear are the depiction of leadership and its role in children's education. In leadership status, there is a gap when women do not have a role in leading an activity.

Image



Favorite

Differences in hobbies, in terms of games, are shown through different playing contexts. Men are shown more through games that sharpen the brain and games related to the ball.

Image



5

**Work Role**

The domination of women in domestic activities cannot be separated from the construction of society which so far assumes that women are unproductive figures and tend to be seen from the reproductive function. This has resulted in women's work role dwelling in domestic roles to be able to supervise their children.

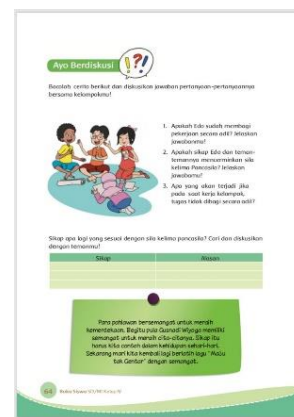
**Image**



**Character values**

Women are described by their sensitive and caring nature when asking their children to get up early and clean up immediately, submissive when asked to take a bath without refusing, passive when playing word games in class, prudish (politeness) when asking for help from parents, always serving the family, a person who is appreciative mother's work, determined to be smart, emotional and whiny when fighting over dolls and affectionate when stroking her child.

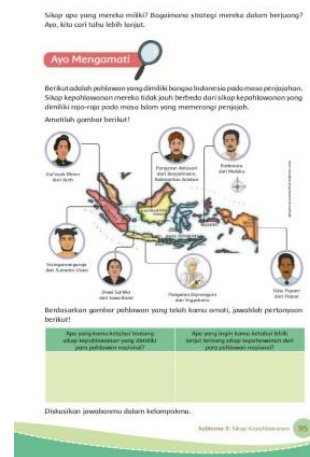
**Image**



**Social status**

Some stories in the book place a male as the leader in an activity. This male leadership is manifested through his role as a leader in a school (the principal), the leader of reading the Pancasila text and sitting in the front row. Through the role of school principals, men appear to occupy the highest positions in the school's bureaucratic structure. The role of the male when leading the reading of the Pancasila text, which is the basis of the Indonesian state, shows that males are considered to have more privileges and honour than females.

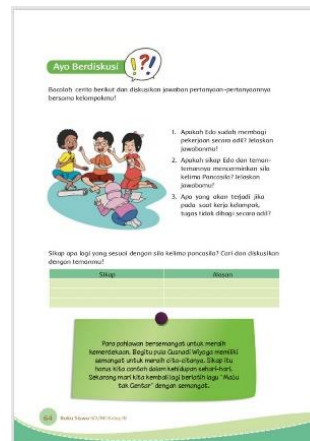
**Image**



**Favorite**

The last representation and gender bias in the book's substance is the difference in the attributes of ownership of goods between men and women. Men are shown through several items, namely tote bags used for working in the office, hoes for working in the fields and counting materials. Men count several items around them, such as toy cars, marbles, school equipment (books and pens), and eating utensils. (spoon and plate), and food (Tempe, oranges and meat). Ownership of goods in women is more directed at sex bags used by mothers for shopping, headbands and ribbons used as hair accessories, dolls as playmates, scarves for dancing and on counting materials, women count some of the things around them such as vegetables and fruit, books and pencils, cutlery and counting biscuits.

**Image**



The analysis data above is then entered into a frequency table to see the frequency of gender bias in the books studied. The frequency of gender bias can be seen in table 7.

Table 7 Frequency of Gender Bias

THE ME	Gender Bias							
	Work Role		Character values		Social status		Favorite	
	Female	Male	Female	Male	Female	Male	Female	Male
Theme 1	9	5	12	15	7	19	9	13
Theme 1	6	10	8	9	7	12	10	12
Theme 1	6	10	9	15	7	9	8	12
Tema 4	10	14	12	16	7	12	9	13
Tema 5	4	8	8	12	7	12	10	15

*Theme 1*

Regarding work roles, the frequency of women 9 and men 5 is found on page 1. The frequency value for women is 12, and for men, 15 is on page 181. Social status with a frequency of women 7 and men 19 on pages 80 and 112. As for the hobby aspect, the frequency of women 9 and men 13 is on pages 180 and 181.

*Theme 2*

Regarding work roles, the frequency of women 6 and men 10 are found on pages 4 and 1. In the trait value, the frequency for women is 8, and for men, 9 is on page 52.

Social status with a frequency of women 7 and men 12 is on pages 141 and 143. As for the hobby aspect, the frequency of women 10 and men 12 is on pages 52 and 57.

#### *Theme 3*

Regarding work roles, the frequency for women is 6, and for men, 10 is on pages 21 and 62. In the trait score, the frequency for women is 9, and for men, 15. It is found on pages 21 and 99. Social status with a frequency of women 7 and men 9 is found on pages 100, 99, and 143. As for the hobby aspect, the frequency for women is 8, and for men, 12 is on pages 1, 21, and 99.

#### *Theme 4*

Regarding work roles, the frequency of women 10 and men 14 is found on page 1. In the trait value, the frequency for women is 12, and for men is 16. It is found on pages 1 and 2. Social status with a frequency of women 7 and men 12 is on pages 1, 55, and 86. As for the hobby aspect, the frequency of women is 9, and men are 13 on pages 1, 2, 62, 55, and 89.

#### *Theme 5*

Regarding work roles, the frequency of women 4 and men 8 is on page 1. On the trait value, the frequency of women is 8 and men 12. It is found on pages 1 and 95. Social status with a frequency of women 7 and men 12 is on pages 1, 58, and 95. As for the hobby aspect, the frequency of women is 10, and men are 15 on pages 1, 58, and 64.

Based on the analysis of work roles, character values, social status, and hobbies of the five themes of the 2013 curriculum student book, it is found that men are stronger, active in doing things, active in social processes, and have hobbies that are more prestigious than women. So it can be concluded that in the book under study, the author favours men over women in quantity and quality.

### **Discussion**

Gender bias is a condition where there is a gender equality gap. This is illustrated by a situation in which one gender is superior to the other. In this case, men are considered superior to women in terms of work roles and characteristics. It seems that this is influenced by the nurture theory, which is inherent in society. Nurture theory views men and women based on social constructions. Through the learning process, humans distinguish between male and female types not only from the biological aspect but also from the basic functions and suitability of their work (Zulmi, 2017).

Based on the research, the results show a gender bias in textbooks used in schools. Gender bias in the textbooks studied was assessed from gender representation based on the study of materials and images and gender bias in terms of work roles, character values, social status, and hobbies. The results of this study align with the results of research conducted by UNICEF, which shows that the Elementary School book emphasizes men through creative roles more than women (Martono, 2013).

### *Gender Representation Based on the Study of Materials and Images*

The students' thematic books used as data sources selected texts that include the author's name. The total number of these texts is 37 in the genre of news, historical texts, biographical research articles, poetry, short stories, and drama dialogue quotes. Of the six types of texts are the results of female authors, and the rest are texts produced by male authors.

The analysis that has been done shows that in the student books, there are differences in the frequency of appearance of male and female characters. The appearance of male characters dominates more than women in the representation of text and images.

In the thematic book for fourth-grade elementary school students, the 2013 curriculum, the appearance of women and men in domestic roles seems balanced. However, the types of roles performed are different. For activities carried out in the household, cooking is a type of activity that is only created for women. This is in line with the results of Islamic research, which shows that male characters dominate in various indicators, including work (Islam, 2020).

Including a male character as a central figure is at least partly related to the assumption that a male figure has a greater influence on the interlocutor. This is in line with Carli's opinion that men can influence other people more than women when they communicate (Carli, 2001). The male figure is expected to be able to give more suggestions, both to the men themselves and to women.

The roles that appear in textbooks for elementary school children will affect the attitudes and behaviour of children towards the roles played by women and men in various life activities at home and society. Differences in behaviour between women and men are not caused by intrinsic factors brought from birth. Still, they are formed due to sociocultural factors of society where there are differences in treatment between men and women since the beginning of their development.



### ***Gender Bias in the Thematic Book of Fourth-Grade Students 2013 Curriculum***

The gender bias found in this study has four categories as follows:

#### *Gender Bias in Work Roles*

The emergence of differences in work roles, namely the dominance of men in public roles and women's dominance in domestic roles. Men are still attached to their obligations as the head of the household who must earn the main living, while women are still attached to their obligations to take care of the family. The substance of this book describes men's public roles, including work activities outside the home, such as going to the office, going to the fields and gardening. This male domination of public work cannot be separated from the social construction that places men as active individuals who deserve to work outside the home. Women are still attached to their obligations as housewives responsible for family affairs such as shopping at the market, cleaning the house, providing food (cooking), serving children and husbands at meals, welcoming children and husbands after school and work, and preparing and providing cakes. (snack) for the family. The domination of women in domestic activities cannot be separated from the construction of society which so far assumes that women are unproductive figures and tend to be seen from the reproductive function. This has resulted in women's work role dwelling in domestic roles to be able to supervise their children.

#### *Gender Bias in Trait Values*

The depiction of male characteristics as masculine figures is also reflected in the substance of this book. Men are depicted through an enterprising attitude in learning, discipline when attending ceremonies, rational in deciding to arrive early so as not to be late for the ceremony, active when playing word games in class, broad-minded, wanting to be served when taking food, diligent in repeating lessons, independent (independent) and confident (confident) in his belief to learn without the help of others. Women are described by their sensitive and caring nature, submissive, passive, prudish when asking for help from parents, always serving the family, figure who is appreciative mother's work, determined to be smart, emotional and whiny.

#### *Gender Bias in Social Status*

Traditional values and norms place the position of men as superior to women. The superiority of men causes men to have a wider range of motion than women and results in the subordination of women in several activities. Men have the advantage of status/position in several activities carried out in the substance of this book.

#### *Gender Bias in Hobby*

Gender bias in this aspect is divided into several, namely hobbies, sports or hobbies, games, and ownership of goods. In this case, men and women have different hobbies that seem to have stuck, such as ball games only for men and doll games only for women. The existence of a pattern like this in the book will affect the students' mindset that ball games are only for boys and dolls are only for girls.

Several previous researchers have investigated the existence of a gender gap in textbooks. Several previous researchers conducted a gender analysis of textbooks in secondary schools, and the results showed that the proportions of boys and girls tended to be balanced but biased (Islam, 2020; Taufik, 2020; Mi'rotin and Cholil, 2020; Bahrani, 2018; Khusein, 2014). The analysis conducted in this study also shows a gender bias in the students' thematic books, but the proportion between men and women is not balanced. As basic education forms the foundation for character building and inculcating values in children, the preparation of materials in textbooks should, as much as possible, avoid the imbalance of male and female relations so that patriarchal views can be slowly eliminated.

#### **Conclusion**

This thematic book for fourth-grade elementary school students, Curriculum 2013, still contains gender bias – student books written by two authors, Dra. Nurhasanah and Lubna Assagaf, S.Pd. It still contains gaps in the depiction of men and women. The two writers with backgrounds as women could not give birth to equality between men and women. The author of the book is still stuck on the stereotypes attached to the ideology, which emphasizes that the position of men is superior to women. The forms of gender bias are seen in several categories, namely (1) gender bias in work roles, (2) gender bias in character values, (3) gender bias in social status, and (4) gender bias in hobbies. The overall gender bias is manifested through illustrated images and story texts. In addition, based on these results, it is recommended the need to create awareness of gender bias in textbooks through workshops and seminars for teachers, curriculum planners, policymakers and writers.

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